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**The Delphi Technique : an application of the Delphi Technique as
a method of obtaining staff opinions on issues relating to
teaching practice at Nedlands College of Advanced Education**

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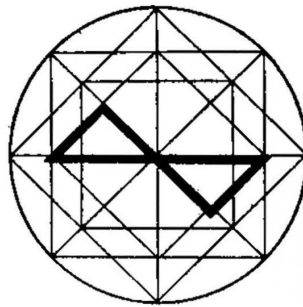


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REPORT NUMBER 16
DATE: May 1980

THE DELPHI TECHNIQUE



RESEARCH COMMITTEE

NEDLANDS COLLEGE of Advanced Education

THE DELPHI TECHNIQUE

An application of the Delphi Technique as a
method of obtaining staff opinions on issues
relating to teaching practice at Nedlands College
of Advanced Education

Prepared by Mrs. M. Kaplan under the auspices
of the Research Committee

PREFACE

As one approach to gathering information required in compiling a report on Teaching Practice, Supervision Advice and Assessment (Published as Research Committee Report Number 12), use was made of the Delphi Technique. (Kaplan, 1980).

Space precluded providing details of this technique in Report Number 12 but since the technique is not often used, it was decided to provide information on its application in the study in this separate report.

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The Delphi Technique was originally developed at the Rand Corporation in California in 1953 (Dalkey, 1969) for examining urgent defense problems and collecting views about possible events which might impinge upon planning.

Helmer (1966) conducted one of the earliest Delphi studies in the field of education in an endeavour to produce 'a list of goals or innovative futures for education'.

More recently the Delphi has been applied to social conditions affecting educational planning (Dyck and Emery, 1970) and the goals of teacher education (Clarke and Coutts, 1971, 1972).

Gordon (1975) used the Delphi Technique to sample a variety of attitudes towards curriculum evaluation of a cabinet making apprenticeship course. In an evaluation of science teaching in Western Australian Secondary Schools Betjeman (1980) developed a procedure integrating the Nominal Group and Delphi Techniques to establish the items used in a student opinion survey. Reading between the lines of these reported studies one finds the Delphi has considerable pedagogic value. It not only gathers opinions. It can also modify them.

THE DELPHI TECHNIQUE

The Delphi Technique is a sequential procedure for gathering and sharing opinions about particular issues, without face to face debate. The typical Delphi sequence takes the form of a series of questionnaires, the second and subsequent rounds of which assemble and feed back information to respondents while giving them the chance to change their own estimates in the light of this feedback.

It is a process for eliciting and refining the opinion of a group of individuals similar perhaps to the jury process. It eliminates some of the negative features of normal debate : specious persuasion, the unwillingness of people to abandon positions to which they have publicly committed themselves and coercion towards the opinion of the majority. Previous studies suggest that the Delphi procedure improves group response more often than not.

APPLICATION OF DELPHI IN THE PRESENT STUDY

In the Teaching Practice study (Research Committee Report Number 12, 1980) an attempt was made to go beyond simple consensus to show not only what people think but why they think what they do and how strongly their views are held.

The questionnaire sequence adopted is outlined below:-

The initial questionnaire was presented to the target groups to make judgements on the items.

This information was collated and fed back to respondents as part of a second questionnaire. Opportunity was given for respondents to revise first opinions in the light of average group opinion. Those holding minority or extreme positions were invited to give reasons for their stance.

A third questionnaire fed further information to the group and provided opportunity to revise previous opinions in the light of both average group opinion and the arguments provided for alternative positions.

Thus, the feedback system promoted a means of clarifying definitions, indicating consequences of group responses, explaining grounds for choice and providing and requesting additional information.

THE PARTICIPANTS

It was suggested by the Research Committee that the Delphi Technique be used in the first instance in a Pilot Study using staff from within two teaching departments viz. English and Education Studies.

A total of seventeen staff members participated in the study. In view of the limited composition of the sample used it was decided to concentrate more on describing the ways in which clarification of issues and consensus were sought than to attempt to measure the extent of actual change.

THE QUESTIONNAIRE

The initial questionnaire consisted of 30 questions covering:-

- the importance of the 'practice component' in relation to the total College programme (Diploma of Teaching)
- the organization of practice
- the supervision of practice
- advice and assessment

This questionnaire is reproduced as Appendix One.

The respondents were invited to give their opinions on what was desirable practice in the areas outlined above and provide specific information on such matters as:-

- the factors affecting the amount of time staff have available to supervise teaching practice
- the way in which supervisory duties are allocated within their teaching department
- the number of students for whom the particular staff member was responsible during the Assistant Teacher Programme period and the actual amount of supervision undertaken.

The responses from the first round were summarised as under:-

1. Complete agreement within the Department.
2. Substantial agreement.
3. Divided opinions.
4. An alternative view - a point of view differing from the general opinion/s on a particular issue.
5. Information only.
6. More information needed.

Table 1 provides a summary of the level of agreement reached in the first round. Table 2 illustrates the agreement reached on individual items in the questionnaire.

Table 1
A Summary Table Showing Subject Categories and Level of Agreement

Category	Item Number	Subject	Level of Agreement
1	Questions 1, 2, 3, 4	The Importance of Practice	Substantial Agreement
2	Questions 5, 6, 7	The Timing of Practice within the Total Programme	Substantial Agreement and an Alternative View
3	Questions 8, 9, 16, 17, 18, 19, 20	Supervision of Practice	Mainly Information
4	Questions 10, 11, 12, 13, 14, 15, 27	Organization of Practice: the basic requirement, length, frequency, placement and choice	Mixed Response
5	Questions 21, 22, 23, 24, 25, 26, 28, 29	Advice and assessment: the advice/assessment role, when to assess, who should assess, criteria for assess- ment, the consolidated teaching mark	Mixed Response and Alternative Views

Table 2
Degree of Consensus on Items in Questionnaire

Agreement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Dept. A					⑤	⑥		I N	I N			⑫		⑭		I N	I N			⑳	㉑					⑫				
Dept. B								F O	F O							F O	F O													
Substantial Agreement								R M A T	R M A T							R M A T	R M A T													
Dept. A	①	②	③	④			⑦			⑩	⑪		⑬					18	⑬			⑫								
Dept. B	①	②	③	④	⑤	⑥	⑦	I O N	I O N			⑫		⑭		I O N	I O N			⑬	⑭	⑮	⑯			⑫				
Mixed Response																														
Dept. A								O	O					⑮		O	O						⑮	⑯	⑰		⑮	⑯	⑰	
Dept. B								N L Y	N L Y	⑩	⑪	⑬		⑮		N L Y	N L Y	⑮		⑮		⑮	⑯		⑮	⑯		⑮	⑯	⑰
Alternative Views																														
Dept. A																							⑮				⑮	⑯		
Dept. B					⑮					⑩		⑬																		

Key to Symbols.

1. ① = substantial or complete agreement within a Department.
2. ② = mixed response within a Department
3. ③ = an alternative view (individual)
4. ①—① (Unbroken line) = substantial agreement between Departments.
5. ①--② (Broken Line) = Lack of agreement between Departments

In round two (see Appendix Two) respondents were provided with the summary of results from the first round and given opportunity to:-

- (a) reconsider their stand on issues on which there was a division of opinion; and,
- (b) indicate their responses to new or expanded questions arising from the original questionnaire.

1. The strength of the opinion held

The feedback questionnaire indicated the answers given by members of the Department and sought a measure of the strength of the opinion held by asking: How strongly do you hold the opinion you expressed in the initial questionnaire (on this matter)?

- 1. Not willing to alter position stated.
- 2. Reluctant to alter position stated.
- 3. Willing to alter position stated.

It is interesting to note that in this particular instance, in respect to the number of practices per year, all respondents indicated they were either willing to alter the position stated or prepared to accept some degree of compromise.

2. How different is different?

Another technique aimed toward consensus was to show the differences expressed as a table and ask the question:-

Where differences of opinion are expressed in relation to ...
(whatever aspect of the question in conflict) ... are these differences such as to present an issue needing further discussion?

A variation on this approach, used in situations in which the size of difference could be subject to variable interpretations, was to ask:-

Does this response represent substantial agreement within your Department?

Another method used was to display the number of responses in each of the response categories and then ask:-

Do you wish to modify your initial response to this question in any way?

OR

Do you wish to reconsider your initial opinion?

OR

In the light of this information, which is your present view?

OR

Comment on your present view.

This technique enabled some items presented in the summary of the first round as concerning issues about which there was divided opinion to be transferred as items about which there was substantial agreement e.g. the relative importance of teaching practice, the respective roles of advice and assessment.

Generalizations from this study are not warranted but it may be pertinent to note that where facts were presented and respondents simply asked:-

What is your present view?

little opinion change was evident. The other question forms seemed to encourage greater cooperative effort.

3. Establishing relevant categories

One of the difficulties in using a questionnaire to obtain information lies in knowing what questions to ask and in what manner to ask them. The Delphi technique was particularly useful in establishing the relevant questions on a matter such as 'the major factors within your teaching department that affect the amount of time spent in practice supervision'. In the first round of the questionnaire staff were given an opportunity to list the relevant factors. Using the statements by each of the respondents a composite list was devised and in the second round of the questionnaire respondents were able to check off those factors which affected them personally.

4. Expanding the question

Multiple choice questions also run the danger of not including the issues most pertinent to the respondents. Again, the Delphi Technique enabled adjustments to be made. The end result gave a quite different view of staff perceptions than would have been the case had only one questionnaire been used. Take an example of what happened in the following case:-

EXAMPLE

Round 1 Question 25: Should the student teacher's performance on practice:

- | | |
|---|----|
| 1. Be based on the performance expected of a trained teacher. | 1 |
| 2. Be related to his stage in the course. | 15 |
| 3. Other. | 1 |

Additional comments were numerous.

Round 2 Responses to Question 25 in the original questionnaire indicate that the questionnaire was inadequate. The question is presented again with alternatives additional to those offered previously.

Assessment of the student teacher's performance on practice should be:

- | | |
|--|---|
| 1. Based on the performance expected of a trained teacher? | 1 |
| 2. Related to his stage in the course. | 6 |
| 3. Related to specific stated criteria. | 3 |
| 4. A combination of 2 and 3. | 5 |
| 5. Other (Please Specify)* | 2 |

*A combination of 3 above and 'norm referenced'.

It is clear from the second round of the questionnaire that half the respondents were less than satisfied with the limited choice offered in the first round. Whereas, in the first round, fifteen respondents chose 'related to his stage in the course' as their response, when other alternatives were available only six retained this item as their response.

Round three of the Delphi feedback questionnaire presented the cases provided by individuals whose points of view differed from the mainstream on particular questions. (see Appendix Three)

Alternative views were expressed about:-

- (a) the pervading College philosophy regarding practice teaching and the need to explore the area of concurrent and alternative modes of practice;
- (b) the current practice programme for first year students. It was felt that there was limited value in practice before students had settled down to College life or were secure in their understanding of the theoretical professional issues.

'I'd rather there be no teaching practice in first year than that students should be ill-prepared ...'

- (c) who should assess students on practice. Two cases were presented: one for school staff only to assess first year students; and, the other for College staff only to assess third year students.

On all the issues raised respondents' comments indicated that the alternative views were given thoughtful consideration and at least qualified support in most instances.

DISCUSSION

The Delphi Technique as an alternative to face to face debate was successful in focussing attention on critical issues concerning the 'role of teaching practice: supervision, advice and assessment' as perceived by staff participating in the study.

It provided opportunity for all views to be presented; and, for the clarification and refinement of these views. Unlike a group situation, no-one was talked over, shouted down and time did not run out.

From those who actually made spontaneous comment on the study it was clear they enjoyed the 'feedback'. They described their involvement as stimulating, satisfying, interesting, etc. (The only negative comments received related to the time lag between Round 2 and Round 3 of the questionnaires administered in the Education Studies Department).

At least five participants, when asked about it being time consuming responded to the effect - Yes, it was, but the subject warranted the time spent.

In the present study from the researcher's point of view, there was a number of problems in keeping up the momentum of the research. To administer the questionnaire, to collect the returns, collate data, tabulate results, prepare a second round was a demanding task. It also required a considerable amount of back-up services from staff in the typing pool and reprographics section.

In a small department like the English Department a questionnaire of this type could be managed, but for a Department like the Education Studies Department it is much more difficult.

It would appear from the demands this study has made on available resources that the Delphi Technique in College wide research is not practical. However, the application of the Delphi Technique may be appropriate in dealing with a restricted range of questions or a limited number of participants.

SUMMARY

The present study involves seventeen staff members from two departments: four from the English Department and thirteen from the Education Studies Department. From a study that started with thirty questions concerned with various aspects of the role of teaching practice, two issues emerged as being of central concern to the participants: the role conflict between advice and assessment and the manner of assessment itself. In the other areas explored participants were generally agreed on the importance of the teaching practice component in the Diploma of Teaching programme. They regarded the timing and organization of the school experiences as presently provided as acceptable practice though some added the suggestion that alternative models may contribute to greater flexibility. Most participants also agreed that the problems associated with adequate supervision are a reflection of staff members' conflicting College responsibilities.

As the two departments in which the pilot study was conducted were not matched numerically and have markedly different functions within the Diploma of Teaching programme no attempt is made to draw conclusions or generalize the findings of this study to the staff population of this College as a whole.

In this study, the Delphi Technique has proved an interesting means of defining participants' perceptions of the issues central to the particular area being researched.

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APPENDIX ONE

NEDLANDS COLLEGE
of ADVANCED EDUCATION

RESEARCH COMMITTEE

THE ROLE of TEACHING PRACTICE : Supervision
Advice and Assessment

QUESTIONNAIRE to ACADEMIC STAFF
CONCERNING the TEACHING PRACTICE COMPONENT
of the DIPLOMA of TEACHING

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NAME of RESPONDENT: _____

DEPARTMENT: _____

1

A. The importance of the 'practice component' in relation to the total College programme.

1. How important should teaching practice be within the Diploma of Teaching?

	Year 1	Year 2	Year 3	
1. OF GREAT IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. OF MODERATE IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. OF LITTLE IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. OF NO IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. How important should teaching practice be compared to the major teaching field studies?

	Year 1	Year 2	Year 3	
1. OF GREATER IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. OF LESS IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. OF EQUAL IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

OFFICE
USE
ONLY

3. How important should teaching practice be compared to the minor teaching field studies?

	Year 1	Year 2	Year 3	
1. OF GREATER IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 8
2. OF LESS IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 9
3. OF EQUAL IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 10

4. How important should teaching practice be compared to professional education studies?

	Year 1	Year 2	Year 3	
1. OF GREATER IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 11
2. OF LESS IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 12
3. OF EQUAL IMPORTANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 13

B. The spacing of practice within the Academic Calendar.

5. When should practice be scheduled to take place?

1. DURING A PERIOD THAT A <u>NORMAL</u> LECTURE PROGRAMME IS PROCEEDING	<input type="checkbox"/>	<input type="checkbox"/> 14
2. DURING A PERIOD THAT A <u>REDUCED</u> LECTURE PROGRAMME IS PROCEEDING	<input type="checkbox"/>	
3. DURING A PERIOD THAT <u>NO</u> LECTURE PROGRAMME IS PROCEEDING	<input type="checkbox"/>	

6. Whose needs should take precedence in determining the appropriate timing of teaching practice?

1. THOSE OF THE SCHOOLS	<input type="checkbox"/>	<input type="checkbox"/> 15
2. THOSE OF THE COLLEGE	<input type="checkbox"/>	
3. THOSE OF THE STUDENT TEACHER	<input type="checkbox"/>	

7. What is the ideal time of the year for teaching practice experience to be scheduled for Diploma of Teaching students?

	Year 1	Year 2	Year 3	
1. BEFORE COLLEGE COMMENCEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. WITHIN THREE WEEKS OF COLLEGE COMMENCEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. ABOUT THE MIDDLE OF FIRST TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 16
4. TOWARD THE END OF FIRST TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. AT THE BEGINNING OF SECOND TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. ABOUT THE MIDDLE OF SECOND TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 17
7. TOWARD THE END OF SECOND TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. AT THE BEGINNING OF THIRD TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. ABOUT THE MIDDLE OF THIRD TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 18
10. TOWARD THE END OF THIRD TERM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. AFTER COLLEGE HAS FINISHED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Time needed for supervision of practice.

8. List what you consider to be the major factors within your teaching department that affect the amount of time available for the supervision of teaching practice.

1. _____
2. _____
3. _____
4. _____
5. _____

☐
19

9. List what you consider to be the major factors within the College that effect the amount of time available for the supervision of teaching practice.

1. _____
2. _____
3. _____
4. _____
5. _____

☐
20

D. Length of practice.

10. How long should a first practice experience for Year 1 students in the Diploma of Teaching last?

1. LESS THAN ONE WEEK
2. ONE WEEK
3. TWO WEEKS
4. THREE WEEKS
5. FOUR WEEKS
6. MORE THAN FOUR WEEKS
(Please Specify)

--

21

11. How much practice (in weeks) should students experience in each year of the Diploma of Teaching?

Year 1 Year 2 Year 3

1. LESS THAN ONE WEEK
2. ONE WEEK
3. TWO WEEKS
4. THREE WEEKS
5. FOUR WEEKS
6. MORE THAN FOUR WEEKS
(Please Specify)

--

22

--

23

--

24

12. Should every student graduating with the Diploma of Teaching have completed the same amount of practice?

1. YES
2. NO

--

25

COMMENT: _____

E. Frequency of practice.

13. How many practice experiences should be provided in each year of the Diploma of Teaching Course?

	Year 1	Year 2	Year 3
1. NO PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ONE PRACTICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. TWO PRACTICES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. THREE PRACTICES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. FOUR PRACTICES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. MORE THAN FOUR PRACTICES (Please Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐

28

F. Practice placement.

14. In what setting should teaching practice take place?

	Year 1	Year 2	Year 3
1. IN A PRIMARY SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. IN A SECONDARY SCHOOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. IN A SIMULATED SETTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. IT MAKES NO DIFFERENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐

29

30

31

(Please Specify) _____

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15. Indicate the types of classes which you believe could be used for the practice experience of students in each of the first five semesters of the Diploma of Teaching. You may record more than one response against each year.

	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5	
1. A BASIC LEVEL CLASS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 32
2. AN INTERMEDIATE CLASS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 33
3. AN ADVANCED LEVEL CLASS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 34
4. A MIXED ABILITY CLASS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 35
5. A CLASS WITH NORMAL RANGE OF BEHAVIOUR PROBLEMS	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. A CLASS KNOWN TO BE CO-OPERATIVE AND WELL BEHAVED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. A CLASS CHOSEN AT RANDOM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37
8. A CLASS LIKELY TO BE LEAST DISRUPTED BY THE PRESENCE OF A STUDENT TEACHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
9. A CLASS WHICH THE REGULAR TEACHER IS MOST WILLING TO RELINQUISH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(Please Specify)						
						40
						41

G. Visits to schools by College staff.

16. How was the supervision of student teachers allocated in your department for the practice just completed?

1. EACH STUDENT WAS ALLOCATED TO A STAFF MEMBER
2. EACH STUDENT WAS ALLOCATED TO SEVERAL STAFF MEMBERS
3. ON THE BASIS OF STAFF AVAILABILITY ON A PARTICULAR DAY
4. OTHER

(Please Specify) _____

42

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17. On the practice just completed how many visits to schools did you make to supervise student teachers on practice?

43

18. If a formula for visits by College staff to supervise a student on practice could be adopted, what minimum would you recommend?

1. NO VISITS BY COLLEGE STAFF
2. AN INITIAL VISIT ONLY
3. AN ASSESSMENT VISIT ONLY
4. AN INITIAL AND A FOLLOW UP VISIT
5. ONE VISIT FOR EVERY WEEK OF PRACTICE
6. TWO VISITS FOR EVERY WEEK OF PRACTICE
7. OTHER

44

(Please Specify) _____

19. How long should a school visit by a College staff member for the purpose of practice supervision last?

1. LESS THAN A 40 MINUTE PERIOD
2. 40 MINUTES
3. 41 - 50 MINUTES
4. 51 - 60 MINUTES
5. 61 - 70 MINUTES
6. 71 - 80 MINUTES
7. 81 - 90 MINUTES
8. MORE THAN 90 MINUTES

45

20. Given your current work load (teaching, administration, meetings etc.) have you been able to meet your own recommendations made in Questions 18 - 19?

1. YES

2. NO

46

21. How do you see the relationship between the advisory and assessment function of practice supervision:-

(a) With respect to their interdependence?

Year 1 Year 2 Year 3

1. AS DISTINCT FUNCTIONS

2. AS INTERDEPENDENT
FUNCTIONS

47

3. AS ONE AND THE SAME
THING

(b) With respect to their importance?

1. THE ADVISORY FUNCTION AS
OF GREATER IMPORTANCE

2. THE ASSESSMENT FUNCTION
AS OF GREATER IMPORTANCE

48

3. THE ADVISORY AND ASSESS-
MENT FUNCTIONS AS OF
EQUAL IMPORTANCE

(c) With respect to time allocated?

1. MORE TIME SHOULD BE DE-
VOTED TO ADVISORY FUNCTION

2. MORE TIME SHOULD BE DE-
VOTED TO ASSESSMENT
FUNCTION

49

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USE
ONLY

(c) (Cont'd)

Year 1 Year 2 Year 3

3. EQUAL TIME SHOULD BE
DEVOTED TO ADVICE AND
ASSESSMENT

4. THE AMOUNT OF TIME
VARIES ACCORDING TO
INDIVIDUAL STUDENT
NEEDS

H. Assessment (formal grading of performance).

22. On which practices should assessment be made?

Year 1 , Year 2 Year 3

1. ON ALL PRACTICES

50

2. ONLY ON FINAL PRACTICES

3. OTHER

(Please Specify) _____

52

23. By whom should assessment be made?
(More than one response may be given)

Year 1 Year 2 Year 3

1. BY A MEMBER/S OF THE COLLEGE
STAFF

2. BY A MEMBER/S OF THE SCHOOL
STAFF

53

3. BY A MEMBER/S OF BOTH SCHOOL
AND COLLEGE STAFF

54

4. BY A PERSON/S APPOINTED BY
THE EDUCATION DEPARTMENT

5. BY A PERSON/S APPOINTED BY
THE COLLEGE

55

6. BY A PERSON/S INDEPENDENT
OF THE SCHOOL, COLLEGE AND
EDUCATION DEPARTMENT

OFFICE
USE
ONLY

23. (Cont'd)

	Year 1	Year 2	Year 3
7. BY A PANEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please Specify) _____

24. If assessment was made by a panel, indicate which of the following persons should be on the panel:-

	Year 1	Year 2	Year 3		
1. THE HEAD OF THE TEACHING PRACTICE DEPT/OR HIS REPRESENTATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 56	<input type="checkbox"/> 62
2. THE HEAD OF THE RELEVANT TEACHING DEPT/OR HIS REPRESENTATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 57	<input type="checkbox"/> 63
3. COLLEGE PRACTICE SUPERVISOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 58	<input type="checkbox"/> 64
4. THE SCHOOL PRINCIPAL/OR HIS REPRESENTATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 59	<input type="checkbox"/> 65
5. THE SCHOOL PRACTICE COORDINATOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 60	<input type="checkbox"/> 66
6. THE PRACTICE TEACHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 61	<input type="checkbox"/> 67
7. THE STUDENT TEACHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 62	<input type="checkbox"/> 68
8. A SCHOOL STUDENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 63	<input type="checkbox"/> 69
9. OTHER/S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 64	<input type="checkbox"/> 70

(Please Specify) _____

25. Should the student teacher's performance on practice:-

1. BE BASED ON THE PERFORMANCE EXPECTED OF A TRAINED TEACHER?
2. BE RELATED TO HIS STAGE IN THE COURSE?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

68

OFFICE
USE
ONLY

26. Should the actual classroom context be taken into account in assessing a student teacher's performance?

1. YES

☐

2. NO

☐

69

27. Should the student teacher be allowed to nominate one of the classes to be used for his assessment?

1. YES

☐

2. NO

☐

70

28. Given your response to Question 23, what method should be used to obtain the final consolidated teaching mark:-

1. A COMBINATION OF THE ASSESSMENTS MADE ON THE FINAL TEACHING PRACTICE?

☐

2. A COMBINATION OF THE ASSESSMENTS MADE ON ALL PRACTICES WITH THE FINAL PRACTICE ASSESSMENT CARRYING THE HEAVIEST WEIGHT?

☐

71

3. OTHER: _____

OFFICE
USE
ONLY

I. Continuity of assessment.

29. When would advice and assessment provide the best guide to the student teacher as to his progress?

1. WHEN MADE BY THE SAME PERSON
2. WHEN MADE BY DIFFERENT PEOPLE
3. NO DIFFERENCE
4. DEPENDS ON INDIVIDUAL FACTORS WITHIN THE STUDENT
5. DEPENDS ON INDIVIDUAL FACTORS WITHIN THE COLLEGE
6. DEPENDS ON FACTORS WITHIN BOTH STUDENT AND SUPERVISOR

--

72

7. OTHER: _____

30. Would you please make comments on any aspects not covered in the preceding questions, or feel free to make any other comments.

APPENDIX TWO (A)

NEDLANDS COLLEGE
of ADVANCED EDUCATION

RESEARCH COMMITTEE

THE ROLE of TEACHING PRACTICE : Supervision
Advice and Assessment

QUESTIONNAIRE to ACADEMIC STAFF
CONCERNING the TEACHING PRACTICE COMPONENT
of the DIPLOMA of TEACHING

DELPHI TECHNIQUE - PILOT STUDY - ENGLISH DEPARTMENT

SUMMARY of RESULTS of ROUND ONE

1. Complete agreement. Questions 5, 12, 14, 20, 21, 26.
2. Substantial agreement. Questions 1, 2, 3, 4, 7, 10, 11, 15, 18, 19, 22, 29.
3. Divided opinion. Questions 13, 24.
4. Individual views that differed from general opinion. Questions 6, 23, 27, 28.
5. Information only. Questions 16, 17.
6. More information needed. Questions 8, 9, 25.
Three additional questions.

Further discussion of questions upon which there was substantial agreement (refer 2 above) will be deferred to ROUND THREE of this study.

ROUND TWO will confine itself to:-

- (a) questions in which there is a division of opinion,
- (b) new questions arising from the need for more information than answers to the original question provided,
- (c) new questions to cover aspects not previously covered.

Individuals with responses that indicated a different point of view will receive an additional section on which they will have opportunity to present their case.

DELPHI FEEDBACK QUESTIONNAIRE

1. Responses to Question 13 in the initial questionnaire: How many practice experiences should be provided in each year of the Diploma of Teaching Course? - indicate that opinion in your Teaching Department is equally divided in respect to second year students. Half of those responding nominated ONE practice a year for second year students and half nominated TWO practices a year for second year students.

How strongly do you hold the opinion you expressed in the initial questionnaire?

1. NOT WILLING TO ALTER POSITION STATED

☐

2. RELUCTANT TO ALTER POSITION STATED

☐

3. WILLING TO ALTER POSITION STATED

☐
☐
1

2. Responses to Question 24 in the initial questionnaire: If assessment was made by a panel, indicate which of the following persons should be on the panel? - drew a mixed type of response. A different question must now be asked in order to clarify opinions given.

Do you consider student assessment by a panel (i.e. three or more persons on any one occasion) desirable?

1. YES

☐

2. NO

☐

3. AS AN ALTERNATIVE

☐

4. OTHER

☐

(Please Specify) _____

3. Responses to Questions 8 and 9 in the initial questionnaire concerning the major factors within your Teaching Department/the College, provided the basis for a number of categories.

Which of the following factors affected the amount of your time available for the supervision of teaching practice?

1. THE NUMBER OF STUDENTS ENROLLED (ALL LEVELS) IN ENGLISH

☐
☐
3

2. THE NUMBER OF STUDENTS REQUIRING PRACTICE SUPERVISION ON ANY ONE PRACTICE PERIOD

☐
☐
4

3. THE NUMBER OF STAFF AVAILABLE FOR PRACTICE SUPERVISION

☐
☐
5

3. (Cont'd)

4. A LECTURE PROGRAMME RUNNING CONCURRENT WITH
THE PRACTICE PERIOD

☐☐

6

☐

5. ASSIGNMENT MARKING

☐

7

☐

6. EXAMINATION MARKING

☐

8

☐

7. COLLATION OF EXAMINATION RESULTS

☐

9

8. ADMINISTRATIVE DUTIES

☐☐

9. THE COMBINATION OF A SEMESTER SYSTEM AND
TERM HOLIDAYS

☐☐

11

4. How many students did you supervise on teaching practice during
the last teaching practice period (i.e. ATP)?

☐☐

12

5. Did any other College staff member visit any of your students?

1. YES

☐

2. NO

☐

3. DO NOT KNOW

☐☐

13

6. Responses to Question 25 in the original questionnaire indicate
that the question was inadequate. The question is presented
again with alternatives additional to those offered previously.

Assessment of the student teacher's performance on practice
should be:-

1. BASED ON THE PERFORMANCE EXPECTED OF A TRAINED TEACHER

☐

2. RELATED TO HIS STAGE IN THE COURSE

☐

3. RELATED TO SPECIFIC, STATED CRITERIA

☐

4. OTHER THAN THE ABOVE

☐

14

(Please Specify) _____

7. The assessment rating given to a student teacher should take the form:-

1. A 5 POINT SCALE

2. A 3 POINT SCALE

3. PASS/FAIL

4. OTHER

--

15

(Please Specify) _____

8. Would you please make comments on any aspects not covered in the preceding questions (and those included in the initial questionnaire), and/or feel free to make any other comments?

APPENDIX TWO (B)

NEDLANDS COLLEGE
of ADVANCED EDUCATION

RESEARCH COMMITTEE

THE ROLE of TEACHING PRACTICE : Supervision
Advice and Assessment

QUESTIONNAIRE to ACADEMIC STAFF
CONCERNING the TEACHING PRACTICE COMPONENT
of the DIPLOMA of TEACHING

DELPHI TECHNIQUE - PILOT STUDY - EDUCATION STUDIES

FEEDBACK QUESTIONNAIRE

SUMMARY of RESULTS of ROUND ONE

1. Complete agreement. Question 26.
2. Substantial agreement. Questions 1, 7, 14, 19.
3. Divided opinion. Questions 2, 3, 4, 6, 10, 18, 21, 22, 23, 24, 27, 28, 29.
4. Individual views that differed from general opinion. Questions 5, 13. (Practice during normal lecture programme, no practice for Year One).
5. Information only. Questions 16, 17.
6. More information needed. Questions 8, 9, 12, 15, 25. Additional questions.

Further discussion of questions upon which there was substantial agreement (refer 2 above) will be deferred to ROUND THREE of this study.

ROUND TWO will confine itself to:-

- (a) questions in which there is a division of opinion;
- (b) new questions arising from the need for more information than answers to the original question provided; and,
- (c) new questions to cover aspects not previously covered.

Individuals with responses that indicated a different point of view will receive an additional section on which they will have opportunity to present their case.

- N.B.
1. Your original questionnaire is attached for reference.
 2. The numerals in brackets following the item numbers in this questionnaire refer to the question number in the original questionnaire.
 3. Please return to M. Kaplan (Special Projects Officer), Room S1, as soon as possible.

ROUND TWO

DELPHI FEED BACK QUESTIONNAIRE

1. (Q. 2, 3, 4) responses to Q. 2, 3 & 4 in the initial questionnaire concerning the relative importance of teaching practice indicate that opinion in your department is divided thus:

Teaching practice in relation to major teaching field studies.

	Year 1	Year 2	Year 3
1. Of greater importance	1	1	3
2. Of equal importance	5	12	10
3. Of less importance	7		

Teaching practice in relation to minor teaching field studies.

	Year 1	Year 2	Year 3
1. Of greater importance	2	2	4
2. Of equal importance	7	10	9
3. Of less importance	4	1	

Teaching practice in relation to professional education studies.

	Year 1	Year 2	Year 3
1. Of greater importance	1	2	2
2. Of equal importance	6	10	10
3. Of less importance	6	1	1

Where differences of opinion were expressed in relation to the same year of a course they were differences in the main between (1) "of greater importance" and "of equal importance" and

- (2) between "of equal importance" and "of less importance"

In the context of this study, do you consider differences indicated within your department on the relative importance of teaching practice an issue needing further discussion?

1. YES ☐
2. NO ☐

Do you wish to modify your initial responses to these questions in any way?

1. YES ☐
2. NO ☐

If yes, indicate in what way(s).

2. (Q.6) responses to Q.6 in the initial questionnaire concerning whose needs should take precedence in determining the appropriate timing of teaching practice are displayed below.

- | | |
|---------------------------------|---|
| 1. those of the schools | 1 |
| 2. those of the college | 3 |
| 3. those of the student teacher | 9 |

Refer to your response in the initial questionnaire. Do you wish to modify your response.

YES

NO

In what way?

Comment briefly on the reasons for your stance.

3. (Q. 11) opinion concerning the length of a first practice experience for Year 1 students is shown below.

- | | |
|-----------------------|---|
| 1. Less than one week | 1 |
| 2. One week | 1 |
| 3. Two weeks | 5 |
| 4. Three weeks | 4 |
| 5. Four weeks | 2 |

In light of this, what is your present view on the length of a first practice experience for Year 1 students?

- | | |
|--|----------------------|
| 1. The same as previously (Please specify) | <input type="text"/> |
| 2. A changed view (Please specify) | <input type="text"/> |

4. (Q.12) in answer to the question: should every student graduating with the Diploma of Teaching have completed the same amount of practice.

8 staff members said YES
4 " " " NO

However, additional comments indicated there were both YES and NO voters who favoured the idea of "a same minimum" with optional or prescribed additional practice.

- (a) Should every student complete the same minimum?

YES ☐
NO ☐

- (b) Should there be provision for optional extra practice (at the students request)?

YES ☐
NO ☐

- (c) Should there be provision for optional extra practice (on staff advisors/practice Department recommendation)?

YES ☐
NO ☐

- (d) Should there be provision for prescribed extra practice?

YES ☐
NO ☐

Any additional comment

5. (Q.18) a minimum formula for College staff visits to a student on practice.

Members of your Department responded as follows:

1. An initial and a follow up visit
2. One visit for every week of practice
3. Two visits for every week of practice
4. One visit for every two weeks of practice
5. An initial and 2 follow up visits
6. An initial plus a visit for every week of practice.

6
5
1
1
1
1

In light of this information, which is your present view?

1. The same as previously (please specify)

2. A changed view (please specify)

6. (Q.21) the relationship between the advisory and assessment function.
Members of your department responded as follows:

	Year 1	Year 2	Year 3
(a) 1. Distinct functions	5	3	2
2. Interdependent functions	7	8	9
3. The same function	1	2	2

Comment on your present view.

(b) The relative importance of assessment and advice.

	Year 1	Year 2	Year 3
1. Advice of greater importance	10	7	4
2. Advice of equal importance	3	6	9
3. Advice of less importance			

Does this response represent substantial agreement within your department?

1. YES

2. NO

(c) The relative amount of time which should be devoted to assessment and advice.

	Year 1	Year 2	Year 3
1. More time should be devoted to advice	10	9	6
2. Equal time should be devoted to advice and assessment		1	2
3. The amount of time devoted to advice and assessment varies according to the individual student	3	3	5

Are categories (1) & (3) above mutually exclusive?

1. YES

2. NO

Any further comments relating to 6 (a) (b) & (c).

7. (Q.22) Practice on which assessment should be made.

	Year 1	Year 2	Year 3
1. On all practices (each year)	6	10	10
2. On final practices (each yr.)	3	-	2
3. Other	4	2	
4. No response		1	1

Any further comments.

8. Responses to Question 23 & 24 in the initial questionnaire: If assessment was made by a panel, indicate which of the following persons should be on the panel?, drew a mixed type of response. A different question must now be asked in order to clarify opinions given.

Do you consider student assessment by a panel (i.e. 3 or more persons on any one occasion) desirable?

- | | |
|----------------------|--------------------------|
| 1. YES | <input type="checkbox"/> |
| 2. NO | <input type="checkbox"/> |
| 3. AS AN ALTERNATIVE | <input type="checkbox"/> |
| 4. OTHER | <input type="checkbox"/> |

(Please specify _____

_____)

9. Responses to Questions 8 and 9 in the initial questionnaire concerning the major factors within your Teaching Department/the College, provided the basis for a number of categories.

Which of the following factors affected the amount of your time available for the supervision of teaching practice?

1. The number of students enrolled (all levels) ☐
2. The number of students requiring practice supervision on any one practice period. ☐
3. The number of staff available for practice supervision. ☐
4. Commitment to external studies. ☐
5. Overall planning course work/practice component. ☐
6. A lecture programme running concurrent with the practice period. ☐
7. Assignment marking. ☐
8. Examination marking. ☒
9. Collation of examination results. ☐
10. Administrative duties. ☐
11. Meetings. ☐
12. The combination of a semester system and term holidays. ☐
13. Time table constraints. ☐
14. Travelling time. ☐
15. Attitude of other Departments. ☐
16. Other ☐

Please specify

10. How many students did you supervise on teaching practice during the last teaching practice period (i.e. A.T.P.)?

11. Did any other college staff member visit any of your students?

1. YES

☐

2. NO

☐

3. DO NOT KNOW

☐

12. Responses to Question 25 in the original questionnaire indicate that the question was inadequate. The question is presented again with alternatives additional to those offered previously.

Assessment of the student teacher's performance on practice should be:

1. Based on the performance expected of a trained teacher.

☐

2. Related to his stage in the course.

☐

3. Related to specific, stated criteria.

☐

4. Other than the above.

☐

(Please specify _____

_____))

13. (Q.27) Should the student teacher be allowed to nominate one of the classes to be used in his assessment?

Members of your department responded as follows:

1. YES 7

2. NO 6

Please comment on the opinion you now hold.

14. (Q.28) Method used to obtain final consolidated teaching mark.

Members of your department responded as indicated below:

1. A combination of assessments made on the final teaching practice _____	3
2. A combination of assessments made on all practices with the final practice assessment carrying the heaviest weight _____	8
3. No "mark" - a written evaluation of the students strengths and weaknesses. _____	1
4. A satisfactory minimum level of achievement on practice. _____	1

Do you wish to reconsider your initial opinion

1. YES ☐
2. NO ☐

If YES, indicate in what way.

(Q.15) It is difficult to interpret the wide range of responses that this question drew. The question needs therefore to be reworded as follows:

Which of the following classes do you consider unsuitable for the placement of student teachers on practice?

	Year 1	Year 2	Year 3
1. A basic level class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. An intermediate class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. An advanced level class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Year 1	Year 2	Year 3
4. A mixed ability class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Year 8-10 classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Year 11-12 classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Composite classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A class with a normal range of behaviour problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A class known to be co-operative and well behaved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. A class chosen at random	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A class in a primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. A class chosen by the student teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On what criteria would you select a class for the practice experience of students enrolled in the Diploma of Teaching?

APPENDIX THREE (A)
NEDLANDS COLLEGE
of ADVANCED EDUCATION

RESEARCH COMMITTEE

THE ROLE of TEACHING PRACTICE : Supervision
Advice and Assessment

QUESTIONNAIRE to ACADEMIC STAFF
CONCERNING the TEACHING PRACTICE COMPONENT
of the DIPLOMA of TEACHING

DELPHI TECHNIQUE

PILOT STUDY

ENGLISH DEPARTMENT

Round Three will deal with:

1. Further discussion of questions from the initial questionnaire upon which there was substantial agreement.
2. Cases provided by individuals whose point of view differed from the main on particular questions.

N.B. Question 6 no longer comes in this category. The respondent has changed position and the question is now in the complete agreement category.

SECTION 1

Substantial agreement (Numerals in brackets refer to the question in the initial questionnaire).

1. (1) How important should teaching practice be within the Diploma of Teaching?

Year 1 Year 2 Year 3

1. OF GREAT IMPORTANCE
2. OF MODERATE IMPORTANCE

Responses within your Department were confined to the two categories as displayed above.

Do the variations indicated represent a sufficient difference of opinion as to require justification of the differences?

1. YES
2. NO

2. (2) How important should teaching practice be compared to the major teaching field studies?
3. (3) How important should teaching practice be compared to the minor teaching field studies?
4. (4) How important should teaching practice be compared to professional education studies?

Within your department all those responding agreed that practice periods differed in importance depending on the year of the course in which the practice occurred. Where differences of opinion were expressed in relation to the same year of a course they were differences in the main between (1) 'of greater importance' and 'of equal importance' and (2) between 'of equal importance' and 'of less importance'.

Teaching practice in relation to major teaching field studies.

	Year 1	Year 2	Year 3
1. OF GREATER IMPORTANCE	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
2. OF EQUAL IMPORTANCE	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
3. OF LESS IMPORTANCE	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text"/>

Teaching practice in relation to minor teaching field studies.

	Year 1	Year 2	Year 3
1. OF GREATER IMPORTANCE	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
2. OF EQUAL IMPORTANCE	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
3. OF LESS IMPORTANCE	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>

Teaching practice in relation to professional education studies.

	Year 1	Year 2	Year 3
1. OF GREATER IMPORTANCE	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
2. OF EQUAL IMPORTANCE	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
3. OF LESS IMPORTANCE	<input type="text"/>	<input type="text"/>	<input type="text"/>

In the context of this study, do you consider differences indicated within your department on the relative importance of teaching practice an issue needing further discussion?

1. YES
2. NO

5. (7) What is the ideal time of the year for teaching practice experience to be scheduled for the Diploma of Teaching students?

Responses within your teaching department are displayed below.

1. ABOUT THE MIDDLE OF FIRST TERM
2. TOWARD THE END OF FIRST TERM
3. AT THE BEGINNING OF SECOND TERM
4. ABOUT THE MIDDLE OF SECOND TERM
5. TOWARD THE END OF SECOND TERM
6. AT THE BEGINNING OF THIRD TERM.

1	1	
1		
		2
3	2	1
	1	1
	1	1

Do you wish to comment further on this question?

1. YES
2. NO

COMMENT: _____

6. (10) How long should a first practice experience for Year 1 students in the Diploma of Teaching last?

1. TWO WEEKS
2. THREE WEEKS

3
1

7. (11) How much practice (in weeks) should students experience in each year of the Diploma of Teaching?

1. FOUR WEEKS
2. MORE THAN FOUR WEEKS

3	1	
1	3	4

(Please Specify)

6 weeks 6 weeks 8 weeks - Full Term

Responses from within your teaching department indicate that:

1. (a) Practice in Year 1 should be not less than four weeks.
 (b) Practice in Year 2 should range from 4 - 6 weeks.
 (c) Practice in Year 3 should range from 8 weeks to a full term.
2. That an initial practice in Year 1 should last at least two weeks.

Taking into consideration your personal response to these questions in the initial questionnaire compared to the summary of responses, do you agree this should be interpreted as 'substantial' agreement within the department?

1. YES
2. NO

8. (15) Indicate the types of classes which you believe could be used for the practice experience of students in each of the first five semesters of the Diploma of Teaching. You may record more than one response against each year.

	Sem. 1	Sem. 2	Sem. 3	Sem. 4	Sem. 5
1. A BASIC LEVEL CLASS	1	1	1	2	4
2. AN INTERMEDIATE CLASS	2	2	1	3	3
3. AN ADVANCED LEVEL CLASS	1	1	2	2	4
4. A MIXED ABILITY CLASS	1	1	3	2	2
5. A CLASS WITH NORMAL RANGE OF BEHAVIOUR PROBLEMS		3	2	4	3
6. A CLASS KNOWN TO BE CO-OPERATIVE AND WELL BEHAVED	4	1	1	1	1
7. A CLASS CHOSEN AT RANDOM					1
8. A CLASS LIKELY TO BE LEAST DISRUPTED BY THE PRESENCE OF A STUDENT TEACHER	2	2	2	2	2

Comment on any aspect of the display above with which you thoroughly disagree.

Items 9 - 12 display the responses within your department.

9. (18) If a formula for visits by College staff to supervise a student on practice could be adopted, what minimum would you recommend?

4. AN INITIAL AND A FOLLOW UP VISIT
 5. ONE VISIT FOR EVERY WEEK OF PRACTICE
 6. TWO VISITS FOR EVERY WEEK OF PRACTICE
 7. OTHER

1

3

1

10. (19) How long should a school visit by a College staff member for the purpose of practice supervision last?

4. 51 - 60 MINUTES
 5. 61 - 70 MINUTES
 6. 71 - 80 MINUTES
 7. 81 - 90 MINUTES
 8. MORE THAN 90 MINUTES

1

2

1

11. (22) On which practices should assessment be made?

	Year 1	Year 2	Year 3
1. ON ALL PRACTICES	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
2. ONLY ON FINAL PRACTICE	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">1</div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">3</div>
3.* OTHER	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">4</div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">3</div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">2</div>

Responses in category 3* emphasised the advisory role. Advice only should be offered in Year 1 and advice mainly in Year 2.

12. (29) When would advice and assessment provide the best guide to the student teacher as to his progress?

1. WHEN MADE BY THE SAME PERSON	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">2</div>
2. WHEN MADE BY DIFFERENT PEOPLE	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">3</div>
6. DEPENDS ON FACTORS WITHIN BOTH STUDENT AND SUPERVISOR	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; text-align: center;">1</div>

SECTION 2

A different point of view.

1. (Question 23 - initial questionnaire) - By whom should assessment be made?

A. Assessment by College staff only for third year students.

Question 23

School staff see our students far more than we do and so should be very important in assessment. However, in the present system, their marks are liable to be even more invalid than ours are because

- (a) they lack other students to measure by (which we have) and thus have to, as it were, mark one essay without knowing what the others are like; and,
- (b) some may even lack the comparison of having regularly (year by year) supervised teachers (student teachers).

Therefore, while their experience of our student could be invaluable, their ability to assess fairly must be badly flawed - and clearly often is when we find two of our students in the same school with different teachers being given widely different marks when, by our assessment, their level is the same.

Three things could remedy this:-

- (a) if the five point scale changed to a Pass/Fail - where the criteria for five distinctions become unnecessary;
- (b) if equal weight were not given to school and College assessment - and certainly not more weight given to school assessment; and,
- (c) if the mark was arrived at by a Panel - the best alternative - where the supervisor's greater expertise in allocating a mark that will be related to general levels of marks given to all students will unite with the teacher's far greater (by then) knowledge of the student in the classroom.

N.B. I think the easy acceptance of the immense value of the school's work is the result of an illogical and unjustifiable linking of:-

- (a) the teacher's greater knowledge of the student in the class; with
- (b) the teacher's ability to handle an assessment scheme fairly - when absolutely no objective guidelines are given him and when he has so little to compare with. It's hard enough to do it fairly. Impossible for him.

Certainly a panel is best. But failing that - weight given to College marks should always, where there is conflict, be greater than that given to school marks.

B. Assessment by school staff only for first year students.

I believe that the dual function of adviser and assessor needs to be separated as far as possible. Therefore, I wish to see College supervisors act as advisers in first year and be freed of assessment duties. This may establish with students that College supervisors are there to help.

Please refer your response to Question 23 in the initial questionnaire.

Indicate your current position in relation to this question bearing in mind the arguments just presented.

By whom should assessment be made?

	Year 1	Year 2	Year 3
1. BY A MEMBER/S OF THE COLLEGE STAFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. BY A MEMBER/S OF THE SCHOOL STAFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. BY A MEMBER/S OF BOTH SCHOOL AND COLLEGE STAFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. BY A PANEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. (Question 27 - initial questionnaire) - Should the student teacher be allowed to nominate one of the classes to be used for his assessment?

No choice of class should be allowed.

Question 27

If we are in a lesson to assess a student, we surely want to see what he is normally like. If the student nominates a particular lesson, he then (obviously) makes extra-special, out-of-the-ordinary preparations for your visit. (A chaotic, lazy, inefficient student can easily manage to prepare really well for one lesson - and I have seen teachers in P.N.G. working the system very well like this).

What arguments are there for allowing nomination of a lesson:-

- (a) it takes some of the pressure off students - I'm not sure it does. My heart used to thump when an unexpected inspector arrived - but I also hated the long wait for a lesson the next day I knew he'd be coming too;
- (b) you might turn up at a lesson where the students were in the library or just writing ... This can be avoided by asking a student for a list of lessons which would be useless to observe;
- (c) it is fairer to see the best a student can do:-
 - (i) we are there not to see merely how they perform in a single lesson but how they can cope with the day by day demands - we want therefore, to see how they handle lessons when they are a bit tired, rushed, etc;
 - (ii) we are all capable of seeing the teaching ability in a lesson that fails or goes wrong - and distinguishing that from the lack of ability in a lesson, that superficially went much better. We adjust already to take account of e.g. handling the Hollywood top stream and the Cyril Jackson Grade 9 Basics.

I have done it both ways i.e. with and without warning, with and without student choice. I have certainly felt I got a far more valid picture of what a student is like by unannounced visits than the other way.

My soft heart might urge the other - but my job is to diagnose any weaknesses and strengths and it is harder to do that in a 'showpiece' lesson. If one is not allowed to see weaknesses - how can one help.

Refer to your previous response to this question and indicate your current position to the question.

Should the student teacher be allowed to nominate one of the classes to be used for his assessment?

1. YES

☐

2. NO

☐

3. (Question 28 - initial questionnaire) - What method should be used to obtain the final consolidated teaching mark?

A combination of the assessments on ALL practices undergone.

I feel that a student's final consolidated practice mark should be arrived at by continuous assessment, with the assessment for each practice counting more heavily than the preceding one.

Refer to your previous response to this question and indicate your current position in relation to the question.

Given your response to question one of this section (previously Question 23), what method should be used to obtain the final consolidated teaching mark:-

- (a) a combination of the assessments made on the final teaching practice?
- (b) a combination of the assessments made on all practices with the final practice assessment carrying the heaviest weight?

APPENDIX THREE (B)

NEDLANDS COLLEGE
of ADVANCED EDUCATION

RESEARCH COMMITTEE

THE ROLE of TEACHING PRACTICE : Supervision
Advice and Assessment

QUESTIONNAIRE to ACADEMIC STAFF
CONCERNING the TEACHING PRACTICE COMPONENT
of the DIPLOMA of TEACHING

DELPHI TECHNIQUE - PILOT STUDY - EDUCATION STUDIES

FEEDBACK QUESTIONNAIRE - ROUND THREE

NAME of RESPONDENT: _____

Round Three presents:-

1. The cases provided by individuals whose points of view differed from the main on particular questions.

(The numerals in brackets refer to the question number in the initial questionnaire).

Please return to M KAPLAN (Special Projects Officer) Room S1, as soon as possible.

1. (5) The spacing of practice within the academic calendar.

Practice should be scheduled:-

	Responses
1. DURING A PERIOD THAT A <u>NORMAL</u> LECTURE PROGRAMME IS PROCEEDING	1
2. DURING A PERIOD THAT A <u>REDUCED</u> LECTURE PROGRAMME IS PROCEEDING	3
3. DURING A PERIOD THAT <u>NO</u> LECTURE PROGRAMME IS PROCEEDING	12

An alternative point of view

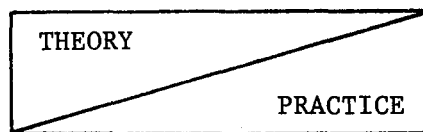
- (a) Practice should be scheduled during a period that a normal lecture programme is proceeding as well as during periods of reduced or no lecture programme.

The basic reason for this stance is the need for the opportunity to apply theory to practice.

The College is so structured that it depends on a consecutive concept:-

| - THEORY - | - PRACTICE - | - THEORY - | ETC

While this is valid for some, it is not for all. Therefore, a concurrent approach is also needed.



This can provide extra practice (for those who start with less or no previous practice experience) e.g. New Diploma in Education students.

It integrates theory and practice.

It gets College staff into schools through a formal arrangement.

It provides liaison with schools/community.

It overcomes the separation of theory and practice; school and College.

- (b) I think the questionnaire reflects the philosophy in this College regarding practice i.e. that the 'status quo' is a teacher education programme with 'blocked' practice periods - hence a subscription to a 'consecutive' arrangement of 'fragments' for course. I would like to see some questions explore the area of concurrent and alternative modes and obtaining reactions to some of these.

(Indicate extent to which you agree or disagree with the case presented)

(Please Comment)

2. (10,13) The length of a first practice experience and the number of practice experiences provided in Year One of the Diploma in Teaching course.

Length of first practice:-

1. LESS THAN ONE WEEK	1 *
2. ONE WEEK	1 **
3. TWO WEEKS	5
4. THREE WEEKS	4
5. FOUR WEEKS	2
6. MORE THAN FOUR WEEKS	

* Respondent advocated no practice in first year.

** Respondent advocated only one practice in first

An alternative po

(a) I see limited value for practice before any method lectures given.

(b) First year is when I think students need to adjust and settle wn to Colle e life (its physical, administrative, intellectual, cial, etc surroundings) without the strain of too may addit-
tional new environments.

2. First year teaching practice should be an introductory exposure experience, i.e. when students should be reasonably secure in their understanding of the theoretical/professional issues and responsibilities before they engage in any practical situation.
3. In lieu of the second or subsequent teaching practice, students would be better off spending their time in evaluating their first teaching practice, reflecting on the relationships between theory and practice, the problems encountered in trying to apply their ideas/methods, and, if necessary, practicing alternative strategies in a controlled situation, e.g. through Microteaching/ Behaviour Modification sessions in the College with the respective supervisors on tap.
4. In short I do not see teaching practice as something to be engaged in for its own sake, and the more practice the better ('repetition'). Rather the practice should be 'meaningful', i.e. to test certain principles/strategies and to evaluate the results in order to improve subsequent practice, thus integrating theory and practice.
5. I'd rather there be no teaching practice in first year than that students should be ill-prepared, if it came to that.

(Please Comment) Indicate the extent to which you agree or disagree with the case presented.

EXT LOAN
DUE DATE: 07/01/09